



“十三五”规划精品教材

PEARSON

# NORTHSTAR

## 新核心研究生英语

总主编：卫乃兴

# 听说教程

LISTENING AND SPEAKING COURSE

原著【美】Sherry Preiss

中方主编 杨唐峰



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# PREFACE 总 序

毋庸置疑,我国已成为举世瞩目的研究生教育大国。无论是在读硕士生,还是在读博士生,总量皆居全球前茅。如何扎实、有效地提升研究生教育质量,为国家的经济、社会、文化发展,综合国力攀升以及势头强劲的国际化战略指向提供不竭的优质人才资源,已是摆在高等教育工作者面前神圣而急迫的任务。其中,研究生英语教育质量的提升无疑是关键的一环。正是在这样一个环境下,上海交通大学出版社筹划、组编了这套《新核心研究生英语》系列教材。作为编写人员,我们深感任重力薄,诚惶诚恐。面对国内百花齐放、群雄并起的英语教材出版市场以及书目琳琅满目的局面,我们又能为莘莘学子们奉上什么样的作品呢?历经多次切磋、谋划、论证和会议研讨以及反复修正,我们确定了本套教材的编写蓝图、方针与策略,力图推出一套体现最新学术理念、特色鲜明、与我国研究生英语教学实际紧密结合的教材,为研究生英语能力的提升尽一份绵薄之力。

《新核心研究生英语》系列教材分为必修课、选修课和专业硕士课程三个系列。其中必修课教材包括《读写教程》和《听说教程》,供一个学期使用。教材从培生集团引进,原版教材 NorthStar 已再版多次,是屡次被培生集团用于高端学术英语培训的经典教材。选修课教材包括《学术英语写作》《文献阅读与翻译》《跨文化交际》《国际会议交流英语》等。专业硕士教材包括《工程硕士英语读译教程》《教育硕士英语》等。

我们对本系列教材的教学效益充满期待。本系列教材所秉持的先进理念、特色鲜明的内容与方法、编写人员的精益求精与孜孜以求,与教学过程中师生的勤勉努力相结合,必能扎实、有效地促进学生的多种英语能力发展,提升教学质量。

## 一、编写理念

### 1. 学术英语的属性

如果说大学英语的课程属性仍有商榷的话,那么,研究生英语的学术英语属性应是一个不争的命题。一般而言,所有的英语使用活动都发生于具体语境或语域之中,从而具有语境制约性,而严格意义上的所谓“普通英语”并不真正存在。因其明确的学术研究和专业活动特征,研究生英语的学术交际目的与功能导向更加明显。概而言之,研究生英语旨在培养和提升学生的学术英语交际能力,包括用英语获取专业信息的能力、发表学术研究成果的能力、传播专业文化知识的能力,以及其他跨文化交际能力。这些能力的发展紧密联系于特征性的语言形式使用以及意义与功能表达,属于学术英语范畴。根据这些考量,我们设计了有关的教材门类,并围绕上述能力的发展聚焦相关的内容学习与技能训练。

### 2. 形式、意义、功能的共选

语言交际是意义驱动的活动。我们之所以讲话、写文,是因为要表达意义或功能。意义的表达需要一定的语言形式,包括词汇和语法。然而,意义制约着词汇及语法的选择,词汇及语法也作用于意义的表达,其间体现了一系列的共选关系。形式、意义、功能的共选产生了大量的半固定词语组合。如表达“某人论述某事”之义时,学术英语极有可能使用 *X argues about Y correctly / convincingly / consistently / persuasively / strongly* 等组合序列;用于文献评述时, *X argues that, it has been argued that* 等较为频繁出现;预防他人提出反对观点时,则使用 *it might be argued that* 表明自己并不认同有关的不同观点,等等。这些

词语序列既是词汇的又是语法的。融二者于一体,紧密相关于话语的目的和语境。基于这些考虑,我们在教材中给予词语序列较多的关注。我们认为,研究生英语不应再过多地关注孤立的语法和词汇,重要的是词汇与词汇、词汇与语法如何在不同的语境下恰当地组合在一起表达意义。

### 3. 程式语

任何具体语境下的语言交际活动都产生大量的半预制性质的程式语(formulaic expression)。程式语具有相对的词汇与结构稳定性以及明显的功能特征。学术英语也不例外。比如,表达自己对数据的观察和发现是要用 a close observation of the data reveals that 等词语手段; 呈述研究发现时要用 data show that, evidence suggests that, results indicate that, analyses show that 这样一些程式化的表达手段; 评述文献时则要用 recent studies show (suggest) that, previous studies suggest (show/indicate) that, previous research has shown that, past work suggest that, a recent study has shown that 等程式语手段。这些程式语及其一定范围内的变体是学术话语社团共同认可并接受的惯用话语手段。所谓语言的地道性和得体性即体现于其中。程式语使用得是否恰到好处与学术英语能力密切相关。毋须讳言,这套系列教材较多地强调了各种各样程式语的学习。

### 4. 多种技能的综合发展

如上所述,学术英语能力包括多种子技能。这些技能的发展与提高并非相互隔绝与孤立,而是相互协调、同步进行的。很难想象一个人用英语获取专业信息的能力很强却不会表达专业思想和概念,也很

难想象跨文化交流能力低却能流利娴熟地传播学术成果。即使在基础英语学习中,多项微技能的发展也应综合进行,而非分而治之。反之,以读促写、以写带读、听说融合等都是正确的做法。因此,阅读技能训练需要兼顾听说、写作和跨文化知识的学习,等等。这套教材虽分为不同的门类,但你中有我、我中有你,尽量实践综合训练、并行发展的理念。

## 二、教程特色

### 1. 语料库数据的使用

语料库语言学的兴盛发展给我们提供了前所未有的可用真实数据。来自语料库的词语搭配、句型、程式语以及各种各样的半固定序列保证了教材内容的真实性。这套系列教材的课文自然属于原生态的本族语文本。但是,我们的各种练习和任务编写也充分利用了现有的英语语料库资源。如英国国家语料库 (British National Corpus)、当代美国英语语料库 (Corpus of Contemporary American English) 以及我们自建的学术英语语料库。基于这些真实语料,我们编写练习,设计任务,引导学生分析和概括学术英语的语篇、词语、结构、意义、功能特征,以促进知识积累和能力提高。

### 2. 基于过程活动, 促进批判思维能力

围绕各种知识和技能,我们设计和编制了针对性强、形式多样、内容丰富的任务,包括词语知识、篇章分析、功能表达、文化意识、问题反思等等。我们坚信,知识的积累发生在积极的使用过程之中,知识转化为能力的关键环节也在于过程活动 (procedural activities)。与传统的语言知识练习活动只允许一个标准答案的做法不同,教材中较多的

练习和任务并不仅仅指向一个固定的标准答案,而有多个可接受的答案。这样的设计更有利于引导师生积极投入学习活动,激发学生的积极思维,有利于批判性思维能力的发展。

### 3. 话题的普适性和趣味性

根据不同的性质与教学目标,不同门类的教材都较好地选择了普适性强的话题作为主要的内容聚焦,并高度关注课文与任务的趣味性。基础教材和跨文化教材的课文与任务涉及广泛的社会文化热点话题,以便最大限度地激发学生的兴趣。学术英语写作教材聚焦于适用所有专业学生的一般学术话题和内容,激发不同专业背景的学生兴趣。

### 4. 聚焦常用学术英语词汇与语法

教材的各类学习活动聚焦于学术英语的基本和核心词汇,即准技术词汇(sub-technical words)。英语水平和使用能力高低的标志不在于学得了大量生僻词汇,而在于对普通、常用词汇的地道、恰当、娴熟的使用。一个人即使死记硬背了数万条单词的定义或意义,而对常用词汇的地道用法却不甚了了、捉襟见肘,其水平和能力必低无疑,绝不可能胜任英语交际任务。毫无疑问,普通词汇和准技术词汇是我们训练的重点。它们频繁发生的词语搭配、频繁使用的结构、频繁产生的词语系列、频繁表达的意义和功能,是教材各类学习活动的焦点和重中之重。它们是良好学术交际能力的基础所在。

我们竭尽所能地在这套系列教材的编写过程中实践了上述理念,凸显了上述特色。然而,由于学养薄浅,失误和不当之处在所难免。作为总主编,一方面我对所有参与编写的同仁怀有诚挚的敬意,由衷



地感激他们付出的辛勤劳动。另一方面,我殷切希望使用这套教材的师生不吝指正谬误,帮我们修正完善,并在教学过程中创造性地开发新型学习活动,最大限度地发挥教材的教学效益。

上海交通大学出版社的领导对这套教材的出版提供了可贵的支持,教材图书出版中心的臧燕阳主任、张冠男副主任以及有关同仁对教材的筹划、论证、组织、编校付出了大量心血。我向他们致以深深的敬意!

卫乃兴

2015年5月于北京

# INTRODUCTION 编写说明

NorthStar 是美国培生教育集团出版的一套经典教材,专门为“英语作为外语”的学习者编写。全套共分五个级别,每个级别都有听说和读写两个分册,本书改编自该系列的 Listening and Speaking Level 5。

原教材具有以下四个特色:

**一、内容丰富新颖,具有时代气息。**全书的主题和内容显露出深厚的积淀,是国际视野、时代特色及英语文化风情的综合体现。

**二、语言生动地道,母语气息浓郁。**听力材料选自电台真实场景内容,原汁原味的报告、采访、讲演让学习者身临其境,沐浴于自然流畅的英语之美当中。

**三、练习设计严密细致,可操作性强。**听力和口语均采用以信息交流、交往互动为主要目的的设计思路。练习设计目标明确,步骤详细,可操作性强。

**四、技能培养与思维训练并举,注重综合。**在侧重听说语言技能培养的同时,也通过精心设计的内容和练习潜移默化地培养批判性思维能力。

改编这样一本经典教材让人既兴奋又深感挑战。改编的目的主要是让其更加适合国内现阶段非英语专业研究生英语课堂教学的实际需求。我们的改编主要出于以下三方面的考虑:

1. 原书中有一些在我们看来不是听说课程重点训练的项目,如词汇、语法等。删除这些专项,使全书更加专著于听说技能的培养,可能更加符合国内听说课程课堂教学的习惯。

2. 流畅的口头交际不仅取决于对语言表达方式熟能生巧的运用,还要求学习者掌握一些口头交际活动的宏观布局与策略。这是流畅英语表达的两个重要层面,对高层次的学习者来说更是如此。

3. 很多高校对研究生提出了用英语进行学术交流的实际要求,让研究生掌握国际会议交流的语言表达,具备在类似场景中的口头交际能力也是研究生阶段英语教学的重要目标之一。

以上三点综合在一起即构成了我们改编的内容。全书每个单元分

三个部分(Focus on the Topic、Focus on Listening 和 Focus on Speaking),我们的改编主要集中在第三部分(前两部分未作变动),这包括:

1. 删除了语法和部分词汇内容,将 Focus on Speaking 部分的内容细分为 Vocabulary、Function、Pronunciation、Integrated Production、Expansion 五个板块,前三个板块的目的是让学生在词汇、功能句型、语音三个方面掌握一些“说”的微观的、具体的技能,这构成了“说”的 Micro-insights 部分的内容。

2. 保留了原书中 Production 部分的综合性口语练习(Integrated Production),以让学生综合练习前面的词汇、功能句型、语音板块所掌握的技能。此外,增加了一个 Expansion 板块,目的是增强学生对口头交际事件的宏观组织能力。前六个单元分别介绍常见的口头交际活动如“复述”、“演讲”、“会话”、“报告”、“采访”、“辩论”等,最后两个单元专注于国际会议的口头交流。这两个板块构成了 Macro-strategies 部分的内容。

以上所有内容,除了简要的文字介绍,我们设计了大量操作性强的练习,以切实提高学生的应用能力。

上述改编设计是为了在删除内容后依然能保持教材在结构、内容上的完整性。对于增加的内容,我们也都参阅了大量的原版英文材料,并在语言风格、练习设计上尽可能与原教材保持一致,努力做到无缝对接,使其与原教材完全融为一体。

最后,感谢上海交大出版社的信任和主编卫乃兴教授的指导,也特别感谢出版社教材出版中心主任臧燕阳老师、副主任张冠男老师、责任编辑逢亚萍老师专业细致的工作。我们期待这本教材能在研究生英语教学中发挥它的价值。

本教材适用于非英语专业研究生和高年级本科生英语听说课程,也适用于学术类出国留学培训的听说教材。

编者

2015年6月

# UNIT STRUCTURE 单元结构



## FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the listening selections.

**PREDICT** and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

**BACKGROUND AND VOCABULARY** activities provide students with tools for understanding the first listening selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.

**UNIT 1** The Internet and Other Addictions

Hi. My name is Barry, and I check my E-mail five to three hundred times a day.

**FOCUS ON THE TOPIC**

**A PREDICT**

Look at the cartoon, and read the caption. Barry introduces himself with his first name and a fact about himself. What kind of problem could he have? What kind of group is this? Discuss your thoughts with a partner.

Unit 1 The Internet and Other Addictions 1

**UNIT 1**

**SHARE INFORMATION**

Read the opinions and write A (agree), D (disagree), or ? (can't decide) in the blank. Work with a partner and compare answers.

- I think anyone who spends 40 hours a week on non-essential computer use could be called an Internet addict.
- In my view, it's as easy to get addicted to the Internet as it is to get addicted to nicotine or other harmful substances.
- To me, communication by e-mail, chat rooms, and instant messaging is cold and impersonal.
- If you asked me, I'd say that Internet addiction is not as serious as other addictions, such as gambling, nicotine, and drugs.
- I'll bet the typical Internet addict is probably a college student.
- In my opinion, television addiction is worse than Internet addiction.
- It's obvious that cell phone addiction is more widespread and harmful than Internet addiction.

**BACKGROUND AND VOCABULARY**

1 Read and listen to the magazine article. Discuss your reaction to the idea of Internet addiction.

**B**ill, a student at the University of Maryland who doesn't want his last name used, said recently, "I surf the Internet probably 8-10 hours a day, most days. So I guess that's over 60 hours a week. Am I an addict? I don't know, but I can't get through the day without being online—downloading music, googling<sup>1</sup> acquaintances, blogging<sup>2</sup>, checking Facebook<sup>3</sup>, or "IM-ing"<sup>4</sup> my friends."

Students like Bill are becoming increasingly common on college campuses all over the world. Can engaging in a behavior such as computer use actually be considered an addiction? Should professors and students be turning each other in to college mental health professionals? For years, researchers have been trying to make sense of the biology and psychology of addiction, its causes, and its cures. *Addiction* used to mean abuse of substances such as drugs, alcohol, and nicotine. These days, though, the word is also being applied to Internet use, gambling, sex, shopping, cell phone use, and even travel.

<sup>1</sup> **googling**: obtaining information on the Internet using the Google® search engine  
<sup>2</sup> **blogging**: maintaining or adding content to a "blog," a journal-like website where individuals contribute comments, ideas, and thoughts  
<sup>3</sup> **Facebook**: an online directory that connects people through social networks at colleges and universities, and at some high schools and workplaces  
<sup>4</sup> **IM-ing**: instant messaging, using the Internet to send text messages in "real time" between two or more people

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# 2

## FOCUS ON LISTENING

This section focuses on understanding two contrasting listening selections.

**LISTENING ONE** is a radio report, interview, lecture, or other genre that addresses the unit topic. All the listenings are authentic.

**LISTEN FOR MAIN IDEAS** and **LISTEN FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.

The **MAKE INFERENCES** activity prompts students to “listen between the lines,” move beyond the literal meaning, exercise critical thinking skills, and understand the listening on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

**FOCUS ON LISTENING**

**A LISTENING ONE: Interview with an Internet Addiction Counselor**

Because so many students overuse the Internet, some university health services offer help with the problem. Dr. Jonathan Kandell, a psychologist from the University of Maryland in the United States, was interviewed by Ira Flatow, host of *Science Friday* from NPR® (National Public Radio). Dr. Kandell discusses his approach to students with symptoms of Internet addiction.

**1** *Work with a partner. Listen to the first 35 seconds of the interview. Write down three questions that you think Ira Flatow might ask Dr. Kandell, the counselor.*

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**2** **LISTEN FOR MAIN IDEAS**

*Look at the chart. Listen to the interview and take notes on the main ideas. Use a separate piece of paper if necessary. (You will note details later.) Work with a partner to compare and revise your notes.*

MAIN IDEAS	DETAILS
Focus of interview <i>unusual or "other" addictions</i>	Examples of addictions <i>gambling, ...</i>
Kandell's view of Internet addiction	Evidence for this view
Chief symptoms/warning signs of Internet addiction	Other symptoms/warning signs
Possible treatment	Reasons this treatment is helpful

**3** **LISTEN FOR DETAILS**

*Read the chart again. Fill in as many details as possible to support the main ideas. Then listen to the interview again to check your work. Work with a partner to compare and revise your notes.*

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**4** **MAKE INFERENCES**

When you are listening, making inferences means understanding something that is not literally stated, but which you believe is true based on the intention, attitude, voice, pausing, and choice of words of the speakers.

*Read the questions. Then listen to each excerpt from the interview. Write your answers and then discuss them with a partner. Give reasons for your choices. Each question has more than one possible answer.*

**1** **Excerpt One**

A *groupie* usually refers to someone, especially a young woman, who likes a musician, movie star, or sports star and follows this person around hoping to meet the star. Why does Ira Flatow, the host, use the word *groupie* when he advises the radio audience to listen carefully? What does the word *groupie* imply in this context?

\_\_\_\_\_

**2** **Excerpt Two**

Dr. Kandell doesn't answer Flatow's question directly. What expressions show his hesitation? Why doesn't he answer Flatow directly?

\_\_\_\_\_

**3** **Excerpt Three**

How does Flatow feel about this topic at this point in the interview? How do you know? What words and tone of voice does he use to indicate his attitude?

\_\_\_\_\_

**5** **EXPRESS OPINIONS**

*Discuss the questions with the class. Give your opinions and give reasons for them.*

- Do you know people who overuse the Internet? Do you overuse it? What are the warning signs? What treatment would you recommend for Internet addicts?
- Dr. Kandell runs a support group for Internet addicts at his university. Do you think that universities should have this service? How helpful can such a support group be? Explain. What other support groups do you know of? Would you ever join one? Why or why not?
- Anne Lamott, author of a book of essays called *Bird by Bird*, writes, "Getting all of one's addictions under control is a little like putting an octopus to bed." What does she mean? How do you feel about her analogy? Explain.

Unit 1: The Internet and Other Addictions 5

**LISTENING TWO** offers another perspective on the topic and is usually another genre. Again, the listenings are authentic. This second listening is followed by an activity that challenges students to question ideas they formed about the first listening, and to use appropriate language skills to analyze and explain their ideas.

**INTEGRATE LISTENINGS ONE AND TWO** presents culminating activities. Students are challenged to take what they have learned, organize the information, and synthesize it in a meaningful way. Students practice skills that are essential for success in authentic academic settings and on standardized tests.

### LISTENING TWO: Time to Do Everything Except T

David Brooks, a well-known journalist and commentator, speaks about our growing fascination with and dependence on wired and wireless gadgets to communicate, including laptops, wireless handheld devices, and cell phones. He is interviewed by David Alpern and Warren Levinson on *Newsweek on Air*, a popular radio broadcast.

Listen to the excerpt from the interview. Take notes in the chart. Using the topic headings, fill in the main ideas on the left side of the chart, and support those ideas with as many details as possible on the right. Discuss your notes with a partner, and revise if necessary.

MAIN IDEAS	DETAILS
Brooks's view of communication and information Creates problems	<ul style="list-style-type: none"> <li>bombarded with so much information</li> </ul>
Advantages of so much information	<ul style="list-style-type: none"> <li>increase in IQ</li> </ul>
Disadvantages of so much information	<ul style="list-style-type: none"> <li>creativity threatened</li> </ul>
Effects on Brooks	<ul style="list-style-type: none"> <li>always hooked to cell phone</li> </ul>

### INTEGRATE LISTENINGS ONE AND TWO

#### STEP 1: Organize

Dr. Jonathan Kandell, the psychologist, and David Brooks, the journalist, each discussed some problems and solutions of addiction to certain kinds of technology. Review your notes on pages 4 and 6. Look at the list of problems and mark which speaker identified that problem. Then do the same for solutions.

PROBLEMS	KANDELL	BROOKS	SOLUTIONS	KANDELL	BROOKS
1. Loss of creativity and productivity		X	1. Join a support group		
2. Sense of being overwhelmed by information			2. Take time to think and make connections		
3. Depression when you are not online			3. Find causes of addiction		
4. Loss of social skills			4. Read books		
5. Poor grades or job performance			5. Change behaviors to break the online habit		
6. Relationship problems			6. Try to balance online activities with other activities		

# 3

## FOCUS ON SPEAKING

This section emphasizes development of productive skills for speaking. It includes sections on vocabulary, functional language, pronunciation, and two extended speaking tasks.

The **VOCABULARY** section leads students from reviewing the unit vocabulary, to practicing and expanding their use of it, and then working with it—using it creatively in both this section and in the final speaking task.

In the **FUNCTION** section, students are exposed to functional language that prepares them to express ideas on a higher level. Examples have been chosen based on frequency, variety, and usefulness for the final speaking task.

This is followed by **PRONUNCIATION** section that presents both controlled and freer, communicative practice of the sounds and patterns of English. Models from the listening selections reinforce content and vocabulary.

**STEP 2: Synthesis**  
 Work with a partner. Discuss the pictures. Use the information from Step 1.



1. Imagine that you are David Brinkley, the sportscaster, and you are asked to do a radio broadcast on the radio about the character in the cartoon above. Do you wish to be famous?  
 2. Imagine you are the audience. Would you like to see a radio broadcast of David Brinkley? What would you like to see?  
 3. Do you think the character and his career are funny? Why or why not?  
 4. Does the idea behind the cartoon apply to other professions? Give examples.

**FOCUS ON SPEAKING**

**MICRO-INSIGHTS**

**VOCABULARY**

1. Match each boldfaced word or phrase with a similar expression from the list in Step 1. Write the corresponding letter in the blank. Then work with a partner and compare answers.

1. Her wife is **addicted** to watching 12 o'clock news. (addicted)  
 2. I became **addicted** to watching 12 o'clock news. (addicted)  
 3. I became **addicted** to watching 12 o'clock news. (addicted)

1. One of the best students in the class's report group reported he felt nervous, shy, and lonely after he moved to a new school and couldn't get up to do his homework on time every night.  
 2. When Dr. Kimberly Young received an Internet address from a user, she was surprised to find that the user's name was Dr. Kimberly Young. She was shocked by the coincidence that Internet addresses use a random choice of letters and numbers to identify users.  
 3. In some parts of the United States, using a cell phone to talk is not only illegal, but it's also dangerous. Drivers are prohibited from talking while driving, which means accidents.  
 4. When thinking about a month or two of vacation, many employees are usually disappointed by the long amount of time that their family members have to spend away from home.  
 5. Many teachers struggle to deal with misbehavior in a classroom or even worse through more traditional and common communication.  
 6. Although they're completely aware of the benefits the grading automation for a test really got the work out, and will have to take responsibility for it, some parents should be blamed for feeling their children's addresses to education or workplace gotten because they have no rules to limit their children's use of technology.  
 7. College administrators really don't know what's going on in many classrooms. They think students are doing homework and studying hard, but they don't know the students are using cell phones and watching TV in their classrooms.  
 8. Right before the holidays, she needs a shopping bag for buying gifts for her friends and relatives, and making up her mind.  
 9. Working to push her company work ahead after the year-end report, she's not too far from the end of the year.  
 10. He talks in a friendly tone, but the nature of his technology education has changed communication for good away from these computers, cell phones, TV, and Blackboard.

1. reported, news  
 2. done different things at the same time  
 3. attracted by a lot of information, lots of questions  
 4. interfering in a particular way or apart, strongly opposed  
 5. lower performing students  
 6. happens  
 7. surprised  
 8. free time  
 9. free time  
 10. free time

**FUNCTION** Expressions for Building on Others' Ideas

The following is a list of useful expressions that can be used in conversation to build and expand on each other's ideas.

To add to your idea, I have another similar idea.  
 I agree with you. I think it's a good idea.  
 I like your idea, but I would also say that people interest more creativity when they are not too busy.  
 Your point makes me think of another issue, which is the best toward using cell phone during work time.  
 Another thing I'd like to bring up is the fact that some addresses are more do-able than others.  
 You speak of making it very convenient, then, can I also assume that you carry your cell phone with you at all times?

Work with a partner.  
 Student A: Read each of the first four responses aloud.  
 Student B: Cover the left column. Build each, add to, and expand on what your partner has said. Use the expressions listed above. Support your opinion with a few other statements. Then switch roles after two p.

Example  
 Student A: My line is a world surrounded with information. It will become more and more important.  
 Student B: Not only that, but I would also say that there would still create a generation of students, people who use their cell phone in the most important thing in the world.

Student A  
 1. Workstations connect really to an address. Working well is good for us.  
 2. These devices—cell phones with text features—can just as address as well.  
 3. Our "logged on" line, please to connect to the university and home.  
 4. Employees are responsible for our own work, but we have become addicted to technology.

Student B  
 1. I agree with you.  
 2. I like your idea, but I would also say that people interest more creativity when they are not too busy.  
 3. Your point makes me think of another issue, which is the best toward using cell phone during work time.  
 4. Another thing I'd like to bring up is the fact that some addresses are more do-able than others.  
 5. You speak of making it very convenient, then, can I also assume that you carry your cell phone with you at all times?

**PRONUNCIATION** Stressing important words

1. Complete each of the two sentences with the appropriate word from the list below.  
 2. Write the word in the blank space.  
 3. Listen to the audio and check your answers.  
 4. Listen to the audio and check your answers.  
 5. Listen to the audio and check your answers.  
 6. Listen to the audio and check your answers.  
 7. Listen to the audio and check your answers.  
 8. Listen to the audio and check your answers.

1. I **REALLY** need to check my e-mail again.  
 2. I'm **GOING** to get some coffee.  
 3. I **REALLY** need to check my e-mail again.  
 4. I'm **GOING** to get some coffee.  
 5. I **REALLY** need to check my e-mail again.  
 6. I'm **GOING** to get some coffee.  
 7. I **REALLY** need to check my e-mail again.  
 8. I'm **GOING** to get some coffee.

1. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 2. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 3. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 4. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 5. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 6. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 7. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.  
 8. Listen to the audio. Underline the words that you stress. Some are stressed, and some are not stressed. Then practice using the expressions with a partner.

The **INTEGRATED PRODUCTION** gives students an opportunity to integrate the ideas, vocabulary, functions, pronunciation presented in this unit. This task is the culminating activity of the unit and gets students to exchange opinions in sustained speaking contexts. Activities are presented in a sequence that builds confidence and fluency, and allows for more than one “try” at expression.

The final **EXPANSION** section provides practice on how to organize and behave in oral communicative events. A brief guideline is followed by carefully designed activities to help students develop communicative skills.

UNIT 1

Jim

5. Drinking fifteen cups of coffee a day was the only thing that kept him going.

6. Totally overwhelmed by work, he drank from 5 in the morning to 5 in the evening.

7. Now, he was addicted to both coffee and the Internet, and his life was in complete disaster.

8. He couldn't get to a therapist's office fast enough.

2 Read the conversation. Work with a partner, and read the words. Then listen to the conversation to check your answers. Practice reading the conversation with your stressed words.

A: Workaholism isn't really an addiction. Some people like to work hard.

B: But others are workaholics because they love their work.

A: Agreed, but success at any cost may not be such a good thing.

B: Yeah, that makes me think of my father. He was so busy with his work that he drove, he was on his cell phone: at a red light, he checked his e-mail.

A: You must be joking. That's multitasking at its best!

B: Well, not exactly. He lost his driver's license after his car was also his fifth ticket.

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**MACRO-STRATEGIES**

**INTEGRATED PRODUCTION: A Group Discussion**

In this activity, you will plan a professional discussion to use the vocabulary, pronunciation, and the expressions you learned in the unit.\*

Divide into three groups. Read about the situation and situation activity.

**Situation and Roles**

Every year, the National Psychological Association holds a conference on professional issues. This year's theme is "Addiction." You will attend the conference. The afternoon sessions, or meetings, are interactive discussions about addiction. During these sessions, participants share and build on each other's ideas. Then they discuss the ideas for the participants in the other sessions.

\* For Alternative Speaking Topics, see page 13.

SESSION ONE: ADDICTIVE PERSONALITIES

Discussion Topic: Are some people more likely to develop an addiction than other people?

- Discuss if there is such a thing as an "addictive personality."
- Identify different addictive personality types, and give examples from your own life or people you know.

*(Use wish to express regret.)*

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SESSION TWO: RECOVERY PERSONALITIES

Discussion Topic: What are some of the different methods around the world to help people recover from addiction?

- Identify different recovery strategies.
- Discuss the pros and cons of each method.

*(Use wish to express regret about failure.)*

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SESSION THREE: PSYCHOLOGY OF ONLINE COMMUNICATION

Discussion Topic: How is the Internet affecting our personal relationships?

- Identify the ways the Internet, e-mail, and other forms of electronic communication may be affecting people's relationships.
- List the pros and cons of online communication.
- Make recommendations for the future use of online communication.

*(Use wish to express some recommendations.)*

1. Break up into three groups, decide which session each group will discuss, and choose a leader and a note taker.
2. Conduct an interactive discussion session. Make sure the group discusses the main points. Use expressions like the following:
  - Not only that, but I would also say that...
  - Your point makes me think of...
  - Another thing I'd like to bring up is...
  - OK, and to add to that idea, I'd say...
3. Summarize your discussion for the whole class.

EXPANSION: Retelling & Summarizing

*"Tell what's important... in a way that makes sense... without telling too much"*  
—Dolke Miller


Retelling provides an opportunity for people to present what they have heard or read by organizing and explaining it to others. Retelling is not a literal repetition of the original text, but rather a personal rendition with due attention paid to the information conveyed, elements of the story (such as characters, setting, and plots), and sequence of events. Retelling requires speakers to be able to discern key ideas, organize them, and sometimes eliminate extraneous details.

Summarizing is a more sophisticated level of retelling, in that it involves analyzing the information in the story to extract only the key ideas. A summary does not include every detail from the story, instead it provides an overview of key ideas. Both retelling and summarizing are a part of synthesis—a very complex, meta-cognitive skill.

**Activity One**

Retelling or summarizing using the five W's and one H—who, what, where, when, why and how—is a technique favored by most language teachers. If you're constructing a news story, state all five W's at the beginning. Even if your retelling is less formal, your listeners will appreciate it if you get to the point right away.

Work with your partner. Use the five W's and one H to lay the groundwork for the description of what happened in the cartoon below. You might begin by one asking questions and the other answering them. Then work together and flesh out more details to produce a complete story.



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**ALTERNATIVE SPEAKING TOPICS** are provided at the end of the unit. They can be used as *alternatives* to the final speaking task, or as additional assignments. **RESEARCH TOPICS** tied to the theme of the unit are organized in a special section at the back of the book.



# SCOPE AND SEQUENCE 单元内容指南

	UNIT	CRITICAL THINKING	LISTENING
UNIT 1	<p><b>The Internet and Other Addictions</b></p> <p><b>Theme:</b> Addiction</p> <p><b>Listening One:</b> <i>Interview with an Internet Addiction Counselor</i> A radio interview</p> <p><b>Listening Two:</b> <i>Time to Do Everything Except Think</i> A radio commentary</p>	<p>Infer word meaning from context</p> <p>Recognize personal assumptions about technology</p> <p>Infer information not explicit in the interviews</p> <p>Compare and contrast differing viewpoints</p> <p>Support opinions with information from the interviews</p> <p>Hypothesize another's point of view</p>	<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences</p> <p>Relate listenings to personal experiences and values</p> <p>Organize and synthesize information from the listenings</p>
UNIT 2	<p><b>Honesty Is the Best Policy</b></p> <p><b>Theme:</b> Lying</p> <p><b>Listening One:</b> <i>Interview with a Psychiatrist</i> A radio interview</p> <p><b>Listening Two:</b> <i>Family Secrets</i> An interview</p>	<p>Clarify values relating to truth and lying</p> <p>Infer word meaning from context</p> <p>Consider the effects of mistrust</p> <p>Investigate motivations for keeping secrets, and exposing the lies of others</p> <p>Investigate multiple sides to an ethical issue</p>	<p>Make predictions</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences based on tone, pace, and vocabulary</p> <p>Relate listenings to personal experiences and values</p> <p>Organize and synthesize information from the listenings</p>
UNIT 3	<p><b>The Bold and the Bashful</b></p> <p><b>Theme:</b> Personality</p> <p><b>Listening One:</b> <i>Americans Are Getting Shyer</i> A radio interview</p> <p><b>Listening Two:</b> <i>The Pollyanna Syndrome</i> A radio commentary</p>	<p>Infer word meaning from context</p> <p>Analyze the impact of shyness on one's life</p> <p>Infer information not explicit in the interviews</p> <p>Categorize and apply descriptive vocabulary</p> <p>Support opinions with information from the interviews</p> <p>Draw conclusions about personality types and roles</p>	<p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences based on tone, pace, and vocabulary</p> <p>Relate listenings to personal experiences and values</p> <p>Organize and synthesize information from the listenings</p>
UNIT 4	<p><b>The Tipping Point</b></p> <p><b>Theme:</b> Trends</p> <p><b>Listening One:</b> <i>The Tipping Point</i> A radio interview</p> <p><b>Listening Two:</b> <i>Tipping Points in Fighting Crime</i> A radio interview</p>	<p>Interpret graphs</p> <p>Analyze book reviews</p> <p>Infer word meaning from context</p> <p>Analyze different opinions</p> <p>Investigate reasons for trends and changes</p> <p>Understand metaphorical language</p>	<p>Predict content</p> <p>Listen for main ideas</p> <p>Listen for details</p> <p>Make inferences based on tone, pace, and vocabulary</p> <p>Relate information to others' viewpoints</p> <p>Organize and synthesize information from the listenings</p>